

## 2002 Mississippi Curriculum Framework

### Comprehensive Consumer & Homemaking Education

(Program CIP: 20.0101 – Comprehensive Consumer & Homemaking Education)

### Family and Consumer Sciences

(Program CIP: 20.0192 – Family and Consumer Sciences)

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#### Published by

Office of Vocational Education and Workforce Development  
Mississippi Department of Education  
Jackson, MS 39205

Research and Curriculum Unit for Workforce Development  
Vocational and Technical Education  
Mississippi State University  
Mississippi State, MS 39762

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Standards in this document are based on information from the following organizations:

### National Education Standards for Health

Education World

### Academic Standards

Mississippi Department of Education Subject Area Testing  
Program

### 21<sup>st</sup> Century Skills

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Century Skills. Further information may be found at  
[www.21stcenturyskills.org](http://www.21stcenturyskills.org)

## Preface

### Family and Consumer Sciences Research Synopsis

Articles, books, websites, and other materials listed at the end of each unit were considered during the revision process. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from Mississippi State University, University of Southern Mississippi and Alcorn State University throughout the state were asked to give input related to changes to be made to the curriculum framework.

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process; and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the curriculum revision on October 10, 2007 meeting included:

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- A variety of teaching and assessment strategies was included to provide for different learning styles.
- Hours spent in many units were adjusted.
- Appendix A was added to include the American Association of Family and Consumer Science Standards.
- Appendix B was added to include health standards.
- Appendix E was added to include generic rubrics and evaluation forms.
- The Recommended Tools and Equipment list was updated.

### Curriculum

The following national standards were referenced in each course of the curriculum.

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, Forms 7 and 8 Academic Standards OR Mississippi Department of Education Subject Area Testing Program Academic Standards*
- *American Association of Family and Consumer Sciences*
- *National Health Education Standards*
- *21<sup>st</sup> Century Skill Standards*

### Assessment

There is no statewide assessment for this curriculum.

### Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts.

- New topics in curriculum and new standards
- How to use the programs Blackboard site

- Differentiated instruction – To learn more about differentiated instruction please go to [http://www.paec.org/teacher2teacher/additional\\_subjects.html](http://www.paec.org/teacher2teacher/additional_subjects.html) and click on Differentiated Instruction. Work through this online course and review the additional resources.

## Foreword

Secondary vocational-technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act III, 1998; and No Child Left Behind Act of 2001).

Each secondary vocational-technical course consists of a series of instructional units which focus on a common theme. All units have been written using a common format which includes the following components:

- Unit Number and Title
- Suggested Time on Task - An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75-80 percent of the time in the course.
- Competencies and Suggested Objectives
  - A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies.
  - The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.
- Suggested Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies which reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.
- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

- Integrated Academic Topics, Workplace Skills, Technology Standards, and Occupational Standards - This section identifies related academic topics as required in the Subject Area Assessment Program (SATP) in Algebra I, Biology I, English II, and U. S. History from 1877, which are integrated into the content of the unit. It also identifies the 21<sup>st</sup> Century Skills, which were developed by the Partnership for 21<sup>st</sup> Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21<sup>st</sup> Century Skills addresses learning skills needed in the 21<sup>st</sup> century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The need for these types of skills have been recognized for some time and the 21<sup>st</sup> Century Skills are adapted in part from the 1991 report from the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS). Another important aspect of learning and working in the 21<sup>st</sup> century involves technology skills, and the International Society for Technology in Education, developers of the National Education Technology Standards (NETS), were strategic partners in the Partnership for 21<sup>st</sup> Century Skills.
- References - A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

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## Program Description

Family and Consumer Sciences (FCS) education in Mississippi consists of the CORE program and specific occupational programs. The CORE program prepares students for living in the real world and helps them develop leadership, problem-solving, decision-making, critical thinking, communication, computer, and mathematical skills. The specific occupational programs focus on career exploration and gaining the skills in a specific profession for entry-level employment or continuation of education. FCS education enhances the leadership potential and essential life skills of its students and encourages life-long learning.

Family and Consumer Sciences education offers pathways in the following areas:

- CORE Program
  - Family Dynamics
  - Family and Individual Health
  - Child Development
  - Nutrition and Wellness
  - Personal Development
  - Resource Management
- Occupational Pathways
  - Culinary Arts
  - Early Childhood
  - Hospitality

Skill standards referenced are from the *American Association of Family and Consumer Sciences, VTECS, and the National Health Education Standards*.

## Course Outline

### **Life Connection I**

Course CIP Code: 20.0100

**Course Description:** Life Connections I is a 7th grade basic instructional program that lays a foundation for further exploration into personal needs, goals, attitudes, grooming, diet, and money management. It includes instruction in personal development and satisfying relationships, personal appearance and clothing care, nutrition and health, and basic money management. It is the first in a series of two courses designed to be taught at the 7th and 8th grade levels. (Grade 7, 1 year)

Unit	Title	Hours
1	Personal Development and Relationships	37.5
2	Personal Appearance	37.5
3	Money Management	25
4	Nutrition and Health	68

### **Life Connection II**

Course CIP Code: 20.0105

**Course Description:** The emphasis of the second year is primarily to expose students to advanced skills in the various health occupations. Students may observe these skills during clinical experience rotations in selected health care facilities. (2.0-2.5 Carnegie Units)

Unit	Title	Hours
1	Personal Development and Relationships	25
2	Design and Your Appearance	30
3	Managing Resources	20
4	Physical Wellness	30
5	Child Care	25
6	Housing and Home Interiors	20

**Life Connections I****Unit 1: Personal Development and Relationships****(37.5 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Identify basic physical and emotional needs that one has in common with his/her peers.</p> <ul style="list-style-type: none"> <li>a. Identify basic physical needs to include food, clothing, and shelter.</li> <li>b. Identify basic emotional needs to include love, acceptance, security, and approval.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify basic physical and emotional needs that one has in common with his/her peers.</li> <li>• Have students brainstorm to list the basic human physical needs.</li> <li>• Have students discuss basic emotional needs including love, acceptance, security, and approval.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Identify basic physical and emotional needs that one has in common with his/her peers.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Teacher observation, student participation, and checklist.</li> </ul>
<p>2. Identify physical, mental, and emotional characteristics that make him/her unique.</p> <ul style="list-style-type: none"> <li>a. Identify physical characteristics given to us by heredity and environment.</li> <li>b. Identify mental characteristics given to us by heredity and environment.</li> <li>c. Identify emotional characteristics given to us by heredity and environment.</li> <li>d. Discuss the impact of heredity and environment on personality.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify physical, mental, and emotional characteristics that make him/her unique.</li> <li>• Have students discuss physical characteristics related to the environment that makes him/her unique.</li> <li>• Have students discuss mental characteristics given to us by heredity and environment.</li> <li>• Have students discuss emotional characteristics given to us by heredity and environment.</li> <li>• Have students gather family photos and compare family likenesses and differences.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Identify physical, mental, and emotional characteristics that make him/her unique.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Graded project.</li> </ul>
3. Discuss the importance of personal	<b>Teaching:</b>

<p>development.</p> <ul style="list-style-type: none"> <li>a. Discuss self-esteem.</li> <li>b. Discuss emotions.</li> <li>c. Discuss attitudes.</li> <li>d. Discuss goal setting.</li> <li>e. Discuss communication skills to include verbal, non-verbal, and manners.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the importance of personal development.</li> <li>• Have students complete a self-analysis checklist to access present level of self-esteem.</li> <li>• Have students brainstorm to list emotions and then role-play to demonstrate each emotion. Have students include role-play of positive and negative ways to express emotions.</li> <li>• Have students complete an attitude checklist and rating scale to access personal attitudes.</li> <li>• Have students list short- and long-term goals.</li> <li>• Role-play verbal and nonverbal communication skills. Have students complete a case study on manners including telephone manners, introductions, and common courteous behavior.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of personal development.</li> <li>• Completion of checklist. Graded project.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Completion of checklist. Graded project.</li> <li>• Graded project.</li> <li>• Teacher observation, student participation, and checklist. Graded projects.</li> </ul>
<p>4. Discuss the characteristics that are essential for developing and maintaining healthy relationships.</p> <ul style="list-style-type: none"> <li>a. Identify a personal code of ethics.</li> <li>b. Discuss how a personal code of ethics affects relationships.</li> <li>c. Discuss developing and maintaining relationships with peers.</li> <li>d. Discuss peer pressure.</li> <li>e. Identify conflict resolution strategies.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the characteristics that are essential for developing and maintaining healthy relationships.</li> <li>• Have students brainstorm to develop a list including kindness, respect, courtesy, integrity, responsibility, leadership, and honor.</li> <li>• Complete case studies.</li> <li>• Have students discuss the characteristics of a healthy friendship.</li> <li>• Role-play and discuss peer pressure.</li> <li>• Have students list steps in conflict resolution and apply to case studies.</li> </ul> <p><b>Assessment:</b></p>

	<ul style="list-style-type: none"> <li>• Discuss the characteristics that are essential for developing and maintaining healthy relationships.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Graded project.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Teacher observation, student participation, and checklist. Graded project.</li> </ul>
5. Explain the decision-making process. <ol style="list-style-type: none"> <li>a. Identify the steps in the decision-making process.</li> <li>b. List decisions to be made by adolescents to include drugs, abstinence, tobacco, and alcohol.</li> <li>c. Explore a career of his/her choice.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain the decision-making process.</li> <li>• Have students list the steps in the decision-making process.</li> <li>• Utilize video and resource person to lead discussions.</li> <li>• Have students use Career Futures software.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Explain the decision-making process.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Graded project.</li> </ul>
6. Discuss coping skills required during life crises. <ol style="list-style-type: none"> <li>a. Identify life changing events.</li> <li>b. Discuss recovery methods.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss coping skills required during life crises.</li> <li>• Lead a discussion of events. Examples should include relocation, unemployment, sickness, divorce, death, and violence.</li> <li>• Have counselor or other guest discuss ways to cope and recover</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss coping skills required during life crises.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Teacher observation, student participation, and checklist.</li> </ul>

## STANDARDS

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate concepts of natural selection as they relate to diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.

- H3 Describe the relationship of people, places, and environments through time.
  - H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
  - H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.
- 

### *21<sup>st</sup> Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

Liddell, L. A., & Gentzler, Y. S. Building life skills (Latest ed.). Tinley Park, Illinois: Goodheart-Willcox Company, Inc.

Sasse, C. R. Families today (Latest ed.). New York, NY: Glencoe/McGraw-Hill.

**Life Connections I****Unit 2: Personal Appearance****(37.5 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Explain the importance of impressions. <ul style="list-style-type: none"> <li>a. Discuss the impact of first impressions.</li> <li>b. Explain what affects first impressions.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Explain the importance of impressions.</li> <li>• Have the students illustrate first impressions.</li> <li>• Have students discuss aspects of first impressions.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Explain the importance of impressions.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Teacher observation, student participation, and checklist.</li> </ul>
2. Discuss the importance of personal appearance. <ul style="list-style-type: none"> <li>a. Identify terms related to appearance including grooming, fads, fashion, wardrobe, style, and accessories.</li> <li>b. Explore fashion and style.</li> <li>c. Discuss body types as they relate to fashion and style.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Discuss the importance of personal appearance.</li> <li>• Have students list and define terms related to appearance.</li> <li>• Using the Internet, have students complete a project on fashion and style.</li> <li>• Have students identify the way that clothing decisions affect appearance.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Discuss the importance of personal appearance.</li> <li>• Graded project.</li> <li>• Graded project.</li> <li>• Teacher observation, student participation, and checklist.</li> </ul>
3. Formulate a good grooming routine. <ul style="list-style-type: none"> <li>a. Identify the components of good grooming.</li> <li>b. Discuss complexion care.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Formulate a good grooming routine.</li> <li>• Have students make a list of steps in a good grooming routine to include daily bathing, skin care, antiperspirants, dental care, hair care, hand and foot care, and clean clothing.</li> <li>• Have a guest speaker discuss proper complexion care.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Formulate a good grooming routine.</li> <li>• Test.</li> <li>• Teacher observation, student participation, and checklist.</li> </ul>

<p>4. Demonstrate simple clothing repairs.</p> <ul style="list-style-type: none"> <li>a. Mend a seam in a garment.</li> <li>b. Hem a garment.</li> <li>c. Sew on a button.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate simple clothing repairs.</li> <li>• Have students mend a seam in a garment.</li> <li>• Have students hem a garment.</li> <li>• Have students sew on a button.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate simple clothing repairs.</li> <li>• Graded projects.</li> <li>• Graded projects.</li> <li>• Graded projects.</li> </ul>
<p>5. Discuss clothing care.</p> <ul style="list-style-type: none"> <li>a. Discuss care labels.</li> <li>b. Explain methods of laundering, drying, and ironing clothing.</li> <li>c. Explain wardrobe organization and storage.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss clothing care.</li> <li>• Have students examine each others care labels.</li> <li>• Using articles of clothing, have students sort, determine laundering, drying and ironing techniques.</li> <li>• Have students discuss the advantages of wardrobe organization and storage.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss clothing care.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Graded project. Unit test.</li> <li>• Test.</li> </ul>

## STANDARDS

### Academic Standards

- A1 Recognize, classify, and use real numbers and their properties.
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- A3 Simplify algebraic expressions, solve and graph equations, inequalities and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.

- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate concepts of natural selection as they relate to diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
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- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21<sup>st</sup> Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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Sasse, C. R. Families today (Latest ed.). New York, NY: Glencoe/McGraw-Hill.

**Life Connections I****Unit 3: Money Management****(25 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Discuss the importance of money management. <ul style="list-style-type: none"> <li>a. Explain the goals of money management.</li> <li>b. Distinguish between needs and wants.</li> <li>c. Discuss factors that influence buying decisions.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Discuss the importance of money management.</li> <li>• Have students discuss why money management is important. Include saving and spending wisely.</li> <li>• Have students make a checklist to determine needs vs. wants.</li> <li>• Have students evaluate advertising techniques that influence consumer buying.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Discuss the importance of money management.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Graded project.</li> <li>• Graded project.</li> </ul>
2. Develop a budget. <ul style="list-style-type: none"> <li>a. Identify sources of income.</li> <li>b. Identify expenditures, fixed and flexible.</li> <li>c. Prioritize expenditures.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Develop a budget.</li> <li>• Have students list potential sources of income.</li> <li>• Given a case study, have students determine monthly expenditures in a budget.</li> <li>• Have students develop a monthly budget based on a case study.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Develop a budget.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Graded project.</li> <li>• Graded project.</li> </ul>
3. Discuss bank services. <ul style="list-style-type: none"> <li>a. Explain the types of services offered by banks.</li> <li>b. Discuss how checking and savings accounts work.</li> <li>c. Identify the components of a check.</li> <li>d. Balance a checking account.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Discuss bank services.</li> <li>• Using the Internet, have students research bank services.</li> <li>• Lead a discussion on checking and saving accounts.</li> <li>• Have students complete and endorse blank checks.</li> <li>• Have students complete a check register</li> </ul>

	<p>and balance with a bank statement.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss bank services.</li> <li>• Graded project.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Graded project.</li> <li>• Graded project.</li> </ul>
4. Describe consumer rights and responsibilities. <ol style="list-style-type: none"> <li>List consumer rights and responsibilities.</li> <li>Examine warranties.</li> <li>Write a letter of complaint.</li> <li>Discuss obtaining a refund or exchange.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Describe consumer rights and responsibilities.</li> <li>• Have students research to locate a list of consumer rights and responsibilities.</li> <li>• Using examples, have students compare warranties.</li> <li>• Have students write a letter of complaint.</li> <li>• Have students role-play obtaining a refund or exchange.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Describe consumer rights and responsibilities.</li> <li>• Graded project.</li> <li>• Teacher observation, student participation, and checklist.</li> <li>• Graded project.</li> <li>• Teacher observation, student participation, and checklist.</li> </ul>

## STANDARDS

### Academic Standards

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
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- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.

- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate concepts of natural selection as they relate to diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
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- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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*21<sup>st</sup> Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

**SUGGESTED REFERENCES**

Liddell, L. A., & Gentzler, Y. S. Building life skills (Latest ed.). Tinley Park, Illinois: Goodheart-Willcox Company, Inc.

Sasse, C. R. Families today (Latest ed.). New York, NY: Glencoe/McGraw-Hill.

**Life Connections I****Unit 4: Nutrition and Health****(68 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Discuss the importance of a healthy diet. <ul style="list-style-type: none"> <li>a. Discuss the theory, “You are what you eat.”</li> <li>b. Examine daily diet.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Discuss the importance of a healthy diet.</li> <li>• Have the students discuss the effect of diet on the body. Define “couch potato.”</li> <li>• Have students keep a food record for three days and evaluate diet.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Discuss the importance of a healthy diet.</li> <li>• Teacher observation, student participation.</li> <li>• Graded project.</li> </ul>
2. Explain the Food Guide Pyramid. <ul style="list-style-type: none"> <li>a. Discuss the Food Guide Pyramid.</li> <li>b. Categorize foods into the Pyramid.</li> <li>c. Identify the recommended daily allowance for each group.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Explain the Food Guide Pyramid.</li> <li>• Using the Internet, have students research the Food Guide Pyramid and discuss its importance.</li> <li>• Using a list of foods, have students locate its category on the Pyramid.</li> <li>• Using pictures of foods and the Food Guide Pyramid, have students determine the recommended daily allowance for each food item.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Explain the Food Guide Pyramid.</li> <li>• Graded project.</li> <li>• Graded project.</li> <li>• Graded project.</li> </ul>
3. Explain the role of nutrients in the body. <ul style="list-style-type: none"> <li>a. Discuss types and functions of carbohydrates.</li> <li>b. Discuss types and functions of fats.</li> <li>c. Discuss types and functions of proteins.</li> <li>d. Discuss types and functions of vitamins and minerals.</li> <li>e. Discuss the function of water in the diet.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Explain the role of nutrients in the body.</li> <li>• Lead a discussion about the types and functions of carbohydrates.</li> <li>• Lead a discussion about types and functions of fats.</li> <li>• Lead a discussion about the types and functions of proteins.</li> <li>• Lead a discussion about the types and functions of vitamins and minerals.</li> <li>• Lead a discussion about the function of water in the diet.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Explain the role of nutrients in the body.</li> <li>• Test.</li> <li>• Test.</li> </ul>

	<ul style="list-style-type: none"> <li>• Test.</li> <li>• Test.</li> <li>• Test.</li> </ul>
4. Explain the need for variety in the diet. <ol style="list-style-type: none"> <li>a. Identify fad diets.</li> <li>b. Contrast the characteristics of a fad and a balanced diet.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain the need for variety in the diet.</li> <li>• Have students identify fad diets from resources and have a teacher lead discussion about the appropriateness of each diet.</li> <li>• Have students compare sample diets to determine appropriateness.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Explain the need for variety in the diet.</li> <li>• Teacher observation and student participation.</li> <li>• Teacher observation and student participation.</li> </ul>
5. Discuss common eating disorders. <ol style="list-style-type: none"> <li>a. Describe anorexia nervosa.</li> <li>b. Describe bulimia.</li> <li>c. Describe compulsive overeating.</li> <li>d. Explain the effects of eating disorders on the body.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss common eating disorders.</li> <li>• Using video resources and guest speakers, discuss the disease.</li> <li>• Using video resources and guest speakers, discuss the disease.</li> <li>• Using video resources and guest speakers, discuss the disease.</li> <li>• Use a dietitian or other health care professional to explain the effects of eating disorders on the body.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss common eating disorders.</li> <li>• Teacher observation and student participation.</li> <li>• Teacher observation and student participation.</li> <li>• Teacher observation and student participation.</li> <li>• Teacher observation, student participation, and test.</li> </ul>
6. Discuss factors to consider when shopping for food. <ol style="list-style-type: none"> <li>a. Interpret food labels.</li> <li>b. Identify food ingredients to include additives.</li> <li>c. Determine food costs.</li> <li>d. Examine smart shopping skills.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss factors to consider when shopping for food.</li> <li>• Using examples of food labels, have students identify food important information on the labels.</li> <li>• Using examples of food labels, have students identify food ingredients to</li> </ul>

	<p>include additives.</p> <ul style="list-style-type: none"> <li>Using a grocery store sale advertisement, have students plan and cost a menu.</li> <li>Have students compare the costs and quality of generic and brand name foods.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Discuss factors to consider when shopping for food.</li> <li>Graded project.</li> <li>Graded project.</li> <li>Graded project.</li> <li>Graded project.</li> </ul>
7. Describe kitchen appliances and utensils.	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Describe kitchen appliances and utensils.</li> <li>Identify major appliances and their function.</li> <li>Identify small kitchen equipment and their function.</li> <li>Have students demonstrate the correct use of appliances and utensils.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Describe kitchen appliances and utensils.</li> <li>Teacher observation, student participation, and test.</li> <li>Teacher observation, student participation, and test.</li> <li>Teacher observation and student participation.</li> </ul>
8. Practice safety and sanitation in the kitchen.	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Practice safety and sanitation in the kitchen.</li> <li>Using a case study, have students identify safety problems within a kitchen.</li> <li>Have students search at home in their kitchen for sources of danger.</li> <li>Lead a discussion of food contamination and illness related to contamination.</li> <li>Lead a discussion of methods to prevent food related illnesses.</li> <li>Lead a discussion of appropriate methods of cleaning and sanitizing the kitchen and equipment.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Practice safety and sanitation in the kitchen.</li> <li>Graded project.</li> </ul>

	<ul style="list-style-type: none"> <li>• Graded project.</li> <li>• Teacher observation and student participation.</li> <li>• Teacher observation and student participation.</li> <li>• Teacher observation, student participation, and test.</li> </ul>
9. Demonstrate appropriate table manners and table settings. <ol style="list-style-type: none"> <li>a. Demonstrate eating etiquette.</li> <li>b. Demonstrate proper table setting to include placement and use.</li> <li>c. Discuss the appropriate behavior in eating establishments.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate table manners and table settings.</li> <li>• Using video resources, contrast correct vs. incorrect etiquette when dining.</li> <li>• Have the student set the table correctly.</li> <li>• Lead a discussion.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate table manners and table settings.</li> <li>• Teacher observation and student participation.</li> <li>• Graded project.</li> <li>• Teacher observation and student participation.</li> </ul>
10. Prepare a nutritious snack. <ol style="list-style-type: none"> <li>a. Research the recipe.</li> <li>b. Plan the shopping list.</li> <li>c. Develop a work plan and time schedule.</li> <li>d. Prepare the item.</li> <li>e. Serve the snack.</li> <li>f. Clean and sanitize the kitchen.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Prepare a nutritious snack.</li> <li>• Have the students locate and read the recipe to determine appropriateness for menu.</li> <li>• Have the student develop a listing of ingredients required for preparation, determine quantities required (to include measurements), and make a shopping list.</li> <li>• Have the student develop a work plan and time schedule.</li> <li>• Have students prepare the item.</li> <li>• Have students serve the snack using correct table settings and manners.</li> <li>• Have students clean and sanitize the kitchen.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a nutritious snack.</li> <li>• Graded project.</li> <li>• Graded project.</li> <li>• Teacher observation and student participation.</li> <li>• Graded project.</li> <li>• Graded project.</li> </ul>

- Teacher observation, student participation, and graded project.

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**SUGGESTED REFERENCES**

Bence, D. L., & Largent, Velda L. Guide to good food (Latest ed.). Tinley Park, Illinois: Goodheart-Willcox Company, Inc.

Liddell, L. A., & Gentzler, Y. S. Building life skills (Latest ed.). Tinley Park, Illinois: Goodheart-Willcox Company, Inc.

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**Life Connections II****Unit 1: Personal Development and Relationships****(25 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Evaluate personal development skills.</p> <ul style="list-style-type: none"> <li>a. Discuss types of personal growth and development.</li> <li>b. Identify physical, emotional, and social needs.</li> <li>c. Explore values, goals, and standards needed for the individual.</li> <li>d. Discuss developing positive self-esteem.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Evaluate personal development skills.</li> <li>• Teacher-led discussion.</li> <li>• Using a case study, students identify the physical, emotional, and social needs of the people involved.</li> <li>• Have students develop a coat of arms to include their personal code of ethics.</li> <li>• Have students role-play positive vs. negative behavior that affects self-esteem.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate personal development skills.</li> <li>• Student participation and test.</li> <li>• Graded project.</li> <li>• Graded project.</li> <li>• Teacher observation and student participation.</li> </ul>
<p>2. Discuss the decision-making process as related to adolescents.</p> <ul style="list-style-type: none"> <li>a. Describe decision-making skills.</li> <li>b. Describe the types of decisions to be made.</li> <li>c. Discuss the effects decisions have on others and yourself.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the decision-making process as related to adolescents.</li> <li>• Teacher-led discussion and case study.</li> <li>• Have students brainstorm and discuss decisions to be made by adolescents.</li> <li>• Have students complete a case study.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss the decision-making process as related to adolescents.</li> <li>• Graded project.</li> <li>• Teacher observation and student participation.</li> <li>• Graded project.</li> </ul>
<p>3. Describe decisions to be made by adolescents.</p> <ul style="list-style-type: none"> <li>a. Discuss physical changes during adolescents.</li> <li>b. Describe sexually transmitted diseases.</li> <li>c. Discuss problems related to teen pregnancy.</li> <li>d. Discuss problems related to drugs, alcohol, and tobacco use.</li> <li>e. Discuss conflicts and violence.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Describe decisions to be made by adolescents.</li> <li>• Have students watch a video that describes physical changes during adolescence.</li> <li>• Teacher-led discussion and video presentation.</li> <li>• Teacher-led discussion and video presentation.</li> <li>• Video presentations.</li> <li>• Teacher discussion, role-plays, and video</li> </ul>

<p>f. Discuss career opportunities.</p>	<p>presentation.</p> <ul style="list-style-type: none"> <li>• Use Career Futures software to research career options.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Describe decisions to be made by adolescents.</li> <li>• Teacher observation and student discussion.</li> <li>• Graded project.</li> </ul>
<p>4. Discuss establishing and maintaining good relationships.</p> <ul style="list-style-type: none"> <li>a. Identify types of relationships to include family, peer, romantic, and business/working.</li> <li>b. Discuss skills that help to build strong relationships to include communication and understanding.</li> <li>c. Discuss conflict resolution, stress, and coping skills.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss establishing and maintaining good relationships.</li> <li>• Teacher-led discussion and student participation.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss establishing and maintaining good relationships.</li> <li>• Teacher observation and student participation.</li> </ul>
<p>5. Discuss family relationships as related to adolescents.</p> <ul style="list-style-type: none"> <li>a. Discuss relationships with parents and siblings.</li> <li>b. Describe traits of strong families.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss family relationships as related to adolescents.</li> <li>• Teacher-led discussion and student participation.</li> <li>• Have students complete a case study and discuss.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss family relationships as related to adolescents.</li> <li>• Teacher observation and student participation.</li> <li>• Graded project.</li> </ul>
<p>6. Discuss romantic relationships as related to adolescents.</p> <ul style="list-style-type: none"> <li>a. Discuss reasons for dating.</li> <li>b. Discuss the responsibility and privilege of dating.</li> <li>c. Discuss dating challenges.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss romantic relationships as related to adolescents.</li> <li>• Teacher-led discussion and student participation.</li> <li>• Role-play, case study, and teacher</li> </ul>

	<p>discussion.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss romantic relationships as related to adolescents.</li> <li>• Teacher observation and student participation.</li> <li>• Graded project.</li> </ul>
7. Discuss business/working relationships as related to adolescents. <ol style="list-style-type: none"> <li>a. Describe keys to good working relationships.</li> <li>b. Explain how to understand and get along with those in authority.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss business/working relationships as related to adolescents.</li> <li>• Teacher-led discussion, case studies, and role-play.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss business/working relationships as related to adolescents.</li> <li>• Teacher observation and graded project.</li> </ul>

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Glosson, Meek, & Smock. Creative living (Latest ed.). Lake Forest, Illinois: Glencoe/McGraw-Hill.

Kelly-Plate & Eubanks. Today's teen (Latest ed.). Lake Forest, Illinois: Glencoe/McGraw-Hill.

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Video: Self-esteem (Latest ed.). Meridian.

Video: Resiliency...Beating the odds (Latest ed.). Meridian.

Video: Family ties...Strengthening the family unit (Latest ed.). Meridian.

**Life Connections II****Unit 2: Design and Your Appearance****(30 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Discuss factors to consider in planning and purchasing clothing and accessories.</p> <ul style="list-style-type: none"> <li>a. Discuss the elements and principles of design.</li> <li>b. Describe the characteristics of natural and synthetic fibers.</li> <li>c. Describe the types of textiles.</li> <li>d. Demonstrate the appropriate methods for fitting garments.</li> <li>e. Describe how to evaluate clothes for fit and quality.</li> <li>f. Discuss the economics of dry cleaning vs. home laundering.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss factors to consider in planning and purchasing clothing and accessories.</li> <li>• Have students find illustrations of the way the elements and principles of design influence the appearance of a garment on a person.</li> <li>• Have students examine different fiber samples and discuss the characteristics and care of each sample.</li> <li>• Have students examine different types of textiles to include woven and non-woven.</li> <li>• Have students measure and record measurements for fit using tape measure.</li> <li>• Teacher-led discussion. Have students evaluate sample items to determine fit and quality.</li> <li>• Have students complete a case study to determine best value.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss factors to consider in planning and purchasing clothing and accessories.</li> <li>• Graded project.</li> <li>• Student participation, teacher observation, and test.</li> </ul>
<p>2. Perform sewing skills using a variety of basic techniques.</p> <ul style="list-style-type: none"> <li>a. Cut fabric according to simple pattern.</li> <li>b. Using basting skills to hold fabric for sewing.</li> <li>c. Use a simple hand stitches to construct project.</li> <li>d. Press completed project.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Perform sewing skills using a variety of basic techniques.</li> <li>• Have students use a simple pattern (such as a craft item or ornament) to cut design.</li> <li>• Have students baste to hold fabric for sewing.</li> <li>• Have students use a simple hand stitch to construct project.</li> <li>• Have students press completed project.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Perform sewing skills using a variety of basic techniques.</li> <li>• Graded project.</li> </ul>

## STANDARDS

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate concepts of natural selection as they relate to diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.

- H3 Describe the relationship of people, places, and environments through time.
  - H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
  - H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.
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### *21<sup>st</sup> Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

Liddell, L. A. Clothes and your appearance (Latest ed.). South Holland, IL: The Goodheart-Willcox Company, Inc.

Liddell, L. A., & Gentzler, Y. S. Building life skills (Latest ed.). Tinley Park, Illinois: Goodheart-Willcox Company, Inc.

Video: Wardrobe wise...Clothing choices (Latest ed.). Meridian.

Video: Clothing care: Laundry and stain removal (Latest ed.). Meridian.

Webber, Jeanette. Clothing: Fashion, fabrics & construction (Latest ed.). New York, NY: Glencoe McGraw-Hill.

**Life Connections II****Unit 3: Managing Resources****(20 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Describe types of resources and their responsible use. <ul style="list-style-type: none"> <li>a. Identify human, material, and natural resources.</li> <li>b. Describe the appropriate use of resources.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Describe types of resources and their responsible use.</li> <li>• Have students brainstorm to determine resources available.</li> <li>• Teacher-led discussion and case studies.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Describe types of resources and their responsible use.</li> <li>• Teacher observation.</li> <li>• Graded project..</li> </ul>
2. Discuss the benefits of appropriate money management. <ul style="list-style-type: none"> <li>a. Discuss planning short- and long-term goals.</li> <li>b. Discuss reasons for financial management.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Discuss the benefits of appropriate money management.</li> <li>• Have students make a list of their short- and long-term goals with a time line.</li> <li>• Teacher-led discussion, student participation, and case study.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Discuss the benefits of appropriate money management.</li> <li>• Graded project.</li> <li>• Teacher observation and graded project.</li> </ul>
3. Describe common banking services. <ul style="list-style-type: none"> <li>a. Discuss different types of checking accounts.</li> <li>b. Discuss different types of savings accounts to include certificate of deposits, money market accounts, savings bonds, and mutual funds.</li> </ul> Recognize and use medical terminology.	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Describe common banking services.</li> <li>• Teacher-led discussion using resources from local banks.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Describe common banking services.</li> <li>• Teacher observation.</li> </ul>
4. Discuss the use of credit. <ul style="list-style-type: none"> <li>a. Explain the use of credit.</li> <li>b. Discuss types of credit accounts to include cash loans, installment purchases, and charge accounts.</li> <li>c. Discuss the advantages and disadvantages of credit cards.</li> <li>d. Describe factors that make a consumer a good credit risk.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Discuss the use of credit.</li> <li>• Teacher-led discussion, student participation, and case study.</li> <li>• Teacher-led discussion and student participation.</li> <li>• Teacher-led discussion, student participation, and case study.</li> <li>• Teacher-led discussion using resources from local banks.</li> </ul>

	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss the use of credit.</li> <li>• Graded project.</li> </ul>
<p>5. Discuss major consumer purchases.</p> <ol style="list-style-type: none"> <li>a. Discuss the importance of planning for major purchases.</li> <li>b. Discuss the importance of planning for emergency purchases.</li> <li>c. Discuss the types of major consumer purchases.</li> <li>d. Calculate the finance cost of a new car.</li> <li>e. Determine the cost of insurance, taxes, tag, and upkeep of a new car.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss major consumer purchases.</li> <li>• Teacher-led discussion, student participation, and case study.</li> <li>• Have students brainstorm for examples of major consumer purchases.</li> <li>• Have students calculate the finance cost of a new car using the Internet.</li> <li>• Have students research and develop a budget for purchasing and maintaining a new car.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss major consumer purchases.</li> <li>• Graded project.</li> </ul>

## STANDARDS

### *Academic Standards*

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- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate concepts of natural selection as they relate to diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

### *21<sup>st</sup> Century Skills*

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

Kimbrell & Swanson, Personal and family economics (Latest ed.). Lake Forest, Illinois: Glencoe/McGraw-Hill.

Liddell, L. A., & Gentzler, Y. S. Building life skills (Latest ed.). Tinley Park, Illinois: Goodheart-Willcox Company, Inc.

Ross, P. G., & Owens-Kristenson, Jodi, Take charge of your life! (Latest ed.). Tinley Park, Illinois: Goodheart-Willcox Company, Inc.

Sasse, C. R. Families today (Latest ed.). New York, NY: Glencoe/McGraw-Hill,

Video: Stashing your cash: Financial service (Latest ed.). Meridian.

Video: Don't shop til you drop: Credit and consumerism (Latest ed.). Meridian

**Life Connections II****Unit 4: Physical Wellness****(30 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Discuss the factors that promote physical wellness.</p> <ul style="list-style-type: none"> <li>a. Define wellness.</li> <li>b. Describe how exercise effects wellness.</li> <li>c. Describe how diet effects wellness.</li> <li>d. Explain the relationship of exercise, diet, and health.</li> <li>e. Evaluate personal eating and exercise habits.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the factors that promote physical wellness.</li> <li>• Have students brainstorm for components of wellness.</li> <li>• Teacher-led discussion with video resources.</li> <li>• Teacher-led discussion and case studies.</li> <li>• Teacher-led discussion, case studies, and video resources.</li> <li>• Have students keep a food diary for several days. Have students evaluate food intake using a computer program.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss the factors that promote physical wellness.</li> <li>• Teacher observation and student participation.</li> <li>• Graded project.</li> </ul>
<p>2. Discuss health hazards.</p> <ul style="list-style-type: none"> <li>a. Discuss the consequences of obesity and malnourishment.</li> <li>b. Discuss ways to achieve and maintain desirable weight.</li> <li>c. Describe health hazards caused by substance abuse.</li> <li>d. Discuss the effects of indiscriminate sexual activity.</li> <li>e. Discuss communicable diseases.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss health hazards.</li> <li>• Teacher-led discussion and video resources.</li> <li>• Teacher-led discussion, Internet research, and guest speaker.</li> <li>• Guest speaker and teacher-led discussion.</li> <li>• Teacher-led discussion, guest speaker, and video resources.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss health hazards.</li> <li>• Teacher observation and student participation.</li> <li>• Student participation and test.</li> </ul>
<p>3. Discuss the impact of nutrition on wellness.</p> <ul style="list-style-type: none"> <li>a. Discuss how eating habits and lifestyle can affect wellness.</li> <li>b. Plan a well-balanced diet.</li> <li>c. Plan an individual exercise program.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the impact of nutrition on wellness.</li> <li>• Have students brainstorm to determine how eating habits and lifestyle can affect wellness.</li> <li>• Have students plan a well-balanced diet for several days and evaluate using a computer program.</li> </ul>

	<ul style="list-style-type: none"> <li>Have students plan an individual exercise program.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Discuss the impact of nutrition on wellness.</li> <li>Teacher observation and student participation.</li> <li>Graded project.</li> </ul>
4. Prepare nutritious and appealing food in the laboratory. <ol style="list-style-type: none"> <li>Plan a menu.</li> <li>Determine recipes to be used and recipe yields.</li> <li>Plan a shopping list based on menu and recipes.</li> <li>Develop a work schedule to include large and small equipment required for meal preparation.</li> <li>Prepare food for service using proper safety and sanitation techniques.</li> <li>Demonstrate proper table for buffet service.</li> <li>Demonstrate proper cleaning and sanitizing of kitchen</li> </ol>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>Prepare nutritious and appealing food in the laboratory.</li> <li>Have students plan a menu.</li> <li>Have students determine recipes to be used and recipe yields.</li> <li>Have students plan a shopping list based on menu and recipes.</li> <li>Have students develop a work schedule to include large and small equipment required for meal preparation.</li> <li>Have students prepare food for service using proper safety and sanitation techniques.</li> <li>Have students demonstrate proper table for buffet service.</li> <li>Have students demonstrate proper cleaning and sanitizing of kitchen.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Prepare nutritious and appealing food in the laboratory.</li> <li>Graded project.</li> </ul>

## STANDARDS

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### Academic Standards

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- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
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- B6 Investigate concepts of natural selection as they relate to diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
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- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
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- E6 Explore cultural contributions to the history of the English language and its literature.
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- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
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- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21<sup>st</sup> Century Skills*

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- CS1 Global Awareness
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- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

## SUGGESTED REFERENCES

Bence, D. L., & Largen, V. L. Guide to good food (Latest ed.). Tinley Park, Illinois: Goodheart-Willcox Company, Inc.

Brisbane, H. E., & Riker, A. Palm. Married & single life. (Latest ed.). Lake Forest, Illinois: Glencoe/McGraw-Hill.

Duyff. Nutrition and wellness (Latest ed.). Lake Forest, Illinois: Glencoe/McGraw-Hill.

Glosson, Meek, & Smock. Creative living (Latest ed.). Lake Forest, Illinois: Glencoe/McGraw-Hill.

Liddell, L. A., & Gentzler, Y. S. Building life skills (Latest ed.). Goodheart-Willcox Company, Inc., Tinley Park, Illinois.

Sasse, C. R. Families today (Latest ed.). New York, NY: Glencoe/McGraw-Hill.

Videos: Food safety: What you don't know can hurt you (Latest ed.). Meridian.

Videos: Safety in the kitchen (Latest ed.). Meridian.

Videos: When food is the enemy: Eating disorders (Latest ed.). Meridian.

West, D. F. Nutrition & Fitness. (Latest ed.). Tinley Park, Illinois: Goodheart-Willcox Company, Inc.

**Life Connections II**  
**Unit 5: Child Care**

(25 hours)

<b>Competencies and Suggested Objectives</b>	<b>Suggested Strategies for Competencies</b>
<p>1. Research the responsibilities of caring for the unborn child.</p> <ul style="list-style-type: none"> <li>a. Discuss medical care required.</li> <li>b. Describe proper nutrition and the effects of substance abuse.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Research the responsibilities of caring for the unborn child.</li> <li>• Teacher-led discussion on the importance of prenatal care.</li> <li>• Teacher-led discussion on the importance of proper nutrition during pregnancy and the effects of substance abuse to include drugs, alcohol, tobacco.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Research the responsibilities of caring for the unborn child.</li> <li>• Teacher observation, student participation, and test.</li> </ul>
<p>2. Discuss the developmental stages of child growth.</p> <ul style="list-style-type: none"> <li>a. Describe the infant stage.</li> <li>b. Describe the toddler stage.</li> <li>c. Describe the preschool stage.</li> <li>d. Describe the school age.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the developmental stages of child growth.</li> <li>• Teacher-led discussion. Have students identify the stages using pictures, Internet, and videos.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss the developmental stages of child growth.</li> <li>• Graded projects.</li> </ul>
<p>3. Discuss the responsibilities of babysitting.</p> <ul style="list-style-type: none"> <li>a. Discuss questions to ask parents.</li> <li>b. Discuss the importance of obtaining emergency information.</li> <li>c. Discuss handling emergencies to include first aid, fire, stranger, and safety.</li> <li>d. Discuss ways to meet children's physical needs to include mealtime, bathtime, and bedtime.</li> <li>e. Discuss ways to meet social and emotional needs to include rules and positive communication. and abbreviations in reading, speaking, interpreting, and writing simulated medical records.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the responsibilities of babysitting.</li> <li>• Teacher-led discussion. Have students brainstorm for important questions to ask.</li> <li>• Teacher-led discussion. Have students do case study.</li> <li>• Teacher-led discussion. Have a guest speaker discuss emergency procedures. Use videos.</li> <li>• Teacher-led discussion. Have students brainstorm how to handle routines.</li> <li>• Teacher-led discussion. Have students brainstorm how to handle different situations.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Discuss the responsibilities of babysitting.</li> <li>• Teacher observation and student participation.</li> </ul>

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|  | • Graded project. |
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## STANDARDS

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- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
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### *21<sup>st</sup> Century Skills*

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- CS3 Civic Literacy
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### **SUGGESTED REFERENCES**

- Brisbane, H. E. *The developing child* (Latest ed.). New York, NY: Glencoe/McGraw-Hill.
- Hildebrand. *Parenting rewards & responsibilities* (Latest ed.). Lake Forest, Illinois: Glencoe/McGraw-Hill.
- Liddell, L. A., & Gentzler, Y. S. *Building life skills* (Latest ed.). Tinley Park, Illinois: Goodheart-Willcox Company, Inc.
- Sasse, C. R. *Families today* (Latest ed.). New York, NY: Glencoe/McGraw-Hill.
- Series of Videos: *Videos for child development* (Latest ed.). Meridian.
- Video: *Babysitting ABC's* (Latest ed.). Meridian.

**Life Connections II****Unit 6: Housing and Home Interiors****(20 hours)**

<b>Competencies and Suggested Objectives</b>	<b>Suggested Strategies for Competencies</b>
1. Discuss reasons that people need shelter. <ul style="list-style-type: none"> <li>a. Identify human needs for shelter and housing.</li> <li>b. Discuss how housing needs change throughout the lifespan.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Discuss reasons that people need shelter.</li> <li>• Teacher-led discussion, brainstorming, and Internet research.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Discuss reasons that people need shelter.</li> <li>• Teacher observation, student participation, and graded project.</li> </ul>
2. Discuss factors to consider when deciding the type of shelter required. <ul style="list-style-type: none"> <li>a. Discuss the needs of individuals and how families differ.</li> <li>b. Discuss location considerations.</li> <li>c. Discuss permanency of residency.</li> <li>d. Discuss the types of available housing and cost.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Discuss factors to consider when deciding the type of shelter required.</li> <li>• Teacher-led discussion, brainstorming, and Internet research.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Discuss factors to consider when deciding the type of shelter required.</li> <li>• Teacher observation, student participation, and graded project.</li> </ul>
3. Discuss the basics of home design. <ul style="list-style-type: none"> <li>a. Analyze a floor plan for livability.</li> <li>b. Describe plans for efficient room arrangement.</li> <li>c. Discuss decorating needs for each room to include furnishings, accessories, and elements and principles of design.</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Discuss the basics of home design.</li> <li>• Have students compare floor plans for livability, traffic flow, and design.</li> <li>• Teacher-led discussion, brainstorming, and Internet research.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Discuss the basics of home design.</li> <li>• Graded project.</li> <li>• Teacher observation, student participation, and graded project.</li> </ul>

**STANDARDS***Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.

- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate concepts of natural selection as they relate to diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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*21<sup>st</sup> Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills

- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

## SUGGESTED REFERENCES

- Hildebrand. Parenting rewards & responsibilities (Latest ed.). Lake Forest, Illinois: Glencoe/McGraw-Hill.
- Liddell, L. A., & Gentzler, Y. S. Building life skills (Latest ed.). Tinley Park, Illinois: Goodheart-Willcox Company, Inc.
- Sasse, C. R. Families today (Latest ed.). New York, NY: Glencoe/McGraw-Hill.
- Sherwood. Homes: Today and tomorrow (Latest ed.). Lake Forest, Illinois: Glencoe/McGraw-Hill.
- Video: How to buy quality furnishing (Latest ed.). Meridian.
- Video: Choosing furniture (Latest ed.). Meridian.
- Video: Furnishing and decorating your first apartment (Latest ed.). Meridian.
- Video: Rent or buy decisions (Latest ed.). Meridian.

## **Recommended Tools and Equipment**

### **CAPITALIZED ITEMS**

1. Computers (2 per lab)
2. Dishwasher (1 per lab)
3. Oven, Microwave (1 per lab)
4. Printers (1 per lab)
5. Refrigerator (1 per lab)
6. Stove, Electric (1 per lab)

### **NON-CAPITALIZED ITEMS**

1. Mixer, Electric (1 per lab)
2. Scales, Body Weight (1 per lab)
3. Plates, 8", Dishwasher and Microwave Safe (3 dozen)
4. Flatware, Setting to include knife, fork, spoon (3 dozen)
5. Mixing Spoons (1 set per lab)
6. Spatulas, Rubber (set of 2 per lab)
7. Peeler, Vegetable (1 per lab)
8. Colander, Heavy Duty (1 per lab)
9. Knives, Set of 4 including 3" parer, 5-6" boning/utility, 7" slicer, and 7" chef (1 set per lab)
10. Cutting Board (1 per lab)
11. Slicer/Grater (1 per lab)
12. Mixing Bowls, Set of 3 sizes (1 per lab)
13. Can Opener (1 per lab )
14. Utensils, Kitchen to include basting, slotted, two-tine fork, small turner, large turner, deep ladle.
15. Serving Trays (3 per lab)
16. Storage Container Set, Plastic, for microwave, dishwasher, and freezer (1 set per lab)
17. Potholders, cloth and flame resistant (4 per lab)
18. Cleaning Accessories, to include sponges, scrubber pads, dish brush, dish towels, and dish rag assortment (1 set per lab)
19. Dish Drain Rack (1 per lab)
20. Measuring Spoons (2 sets per lab)
21. Measuring Cups (2 sets per lab)
22. Cookware Set, Stainless Steel (1 set per lab)
23. Cookware Set, Glass (1 set per lab)
24. Bakeware Set (1 set per lab)
25. Scales, Food Proportion, 2 to 16 oz (1 per lab)
26. Scales, Kitchen, 10 lb. capacity (1 per lab)
27. Fire Extinguisher (1 per lab)
28. Stop Watch /Timer(1 per lab)
29. Sewing needles
30. Scissors

31. Thread

FOR LIFE CONNECTIONS I AND II:

1. Iron (1 per lab)
2. Ironing Board (1 per lab)
3. Mirror, Full Length (1 per lab)
4. Sewing Needles (3 dozen per lab)
5. Scissors (1 dozen per lab)

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Camcorder
2. Digital Camera
3. Projector, Overhead, portable (1 per lab)
4. Television, Color, 31" (1 per lab)
5. DVD/VCR Player/Recorder (1 per lab)

## **Appendix A: National Family and Consumer Science Skill Standards<sup>1</sup>**

- FCS1 CAREER, COMMUNITY, AND FAMILY CONNECTIONS  
1.0 Integrate multiple life roles and responsibilities in family, work, and community settings.
- FCS2 CONSUMER AND FAMILY RESOURCES  
2.0 Evaluate management practices related to the human, economic, and environmental resources.
- FCS3 CONSUMER SERVICES  
3.0 Integrate knowledge, skills, and practices required for careers in consumer services.
- FCS4 EARLY CHILDHOOD, EDUCATION, AND SERVICES  
4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
- FCS5 FACILITIES MANAGEMENT AND MAINTENANCE  
5.0 Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.
- FCS6 FAMILY  
6.0 Evaluate the significance of family and its impact on the well-being of individuals and society.
- FCS7 FAMILY AND COMMUNITY SERVICES  
7.0 Integrate knowledge, skills, and practices required for careers in family and community services.
- FCS8 FOOD PRODUCTION AND SERVICES  
8.0 Integrate knowledge, skills, and practices required for careers in food production and services.
- FCS9 FOOD SCIENCE, DIETETICS, AND NUTRITION  
9.0 Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.
- FCS10 HOSPITALITY, TOURISM, AND RECREATION  
10.0 Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.
- FCS11 HOUSING, INTERIORS, AND FURNISHINGS  
11.0 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.
- FCS12 HUMAN DEVELOPMENT  
12.0 Analyze factors that impact human growth and development.
- FCS13 INTERPERSONAL RELATIONSHIPS  
13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.
- FCS14 NUTRITION AND WELLNESS  
14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.
- FCS15 PARENTING  
15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.
- FCS16 TEXTILES AND APPAREL  
16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparel.

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<sup>1</sup> FAMILY AND CONSUMER SCIENCES EDUCATION NATIONAL STANDARDS NASAFACS • V-TECS © 1998

## **Appendix B: Health Standards<sup>2</sup>**

### **HS1 Health Promotion and Disease Prevention.**

Students will comprehend concepts related to health promotion and disease prevention.--

- Analyze how behavior can impact health maintenance and disease prevention.
- Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.
- Explain the impact of personal health behaviors on the functioning of body systems.
- Analyze how the family, peers, and community influence the health of individuals.
- Analyze how the environment influences the health of the community.
- Describe how to delay onset and reduce risks of potential health problems during adulthood.
- Analyze how public health policies and government regulations influence health promotion and disease prevention.
- Analyze how the prevention and control of health problems are influenced by research and medical advances.

### **HS2 Health Information, Products and Services.**

Students will demonstrate the ability to access valid health information and health-promoting products and services--

- Evaluate the validity of health information, products, and services.
- Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.
- Evaluate factors that influence personal selection of health products and services.
- Demonstrate the ability to access school and community health services for self and others.
- Analyze the cost and accessibility of health care services.
- Analyze situations requiring professional health services.

### **HS3 Reducing Health Risks.**

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks--

- Analyze the role of individual responsibility for enhancing health.
- Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
- Analyze the short-term and long-term consequences of safe, risky and harmful behaviors.
- Develop strategies to improve or maintain personal, family and community health.
- Develop injury prevention and management strategies for personal, family, and community health.
- Demonstrate ways to avoid and reduce threatening situations.

- evaluate strategies to manage stress.

#### **HS4 Influences on Health**

Students will analyze the influence of culture, media, technology, and other factors on health--

- Analyze how cultural diversity enriches and challenges health behaviors.
- Evaluate the effect of media and other factors on personal, family, and community health.
- Evaluate the impact of technology on personal, family, and community health.
- Analyze how information from the community influences health.

#### **HS5 Using Communication Skills to Promote Health.**

Students will demonstrate the ability to use interpersonal communication skills to enhance health--

- Demonstrate skills for communicating effectively with family, peers, and others.
- Analyze how interpersonal communication affects relationships.
- Demonstrate healthy ways to express needs, wants, and feelings.
- Demonstrate ways to communicate care, consideration, and respect of self and others.
- Demonstrate strategies for solving interpersonal conflicts without harming self or others.
- Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- Analyze the possible causes of conflict in schools, families, and communities.
- Demonstrate strategies used to prevent conflict.

#### **HS6 Setting Goals for Good Health.**

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health--

- Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
- Analyze health concerns that require collaborative decision making.
- Predict immediate and long-term impact of health decisions on the individual, family, and community.
- Implement a plan for attaining a personal health goal.
- Evaluate progress toward achieving personal health goals.
- Formulate an effective plan for lifelong health.

#### **HS7 Health Advocacy.**

Students will demonstrate the ability to advocate for personal, family, and community health--

- Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.

- Express information and opinions about health issues.
- Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.
- Demonstrate the ability to influence and support others in making positive health choices.
- Demonstrate the ability to work cooperatively when advocating for healthy communities.
- Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

## Appendix C: Academic Standards

### Algebra I<sup>2</sup>

#### **Competencies and Suggested Objective(s)**

- A1 Recognize, classify, and use real numbers and their properties.
- a. Describe the real number system using a diagram to show the relationships of component sets of numbers that compose the set of real numbers.
  - b. Model properties and equivalence relationships of real numbers.
  - c. Demonstrate and apply properties of real numbers to algebraic expressions.
  - d. Perform basic operations on square roots excluding rationalizing denominators.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- a. Analyze relationships between two variables, identify domain and range, and determine whether a relation is a function.
  - b. Explain and illustrate how change in one variable may result in a change in another variable.
  - c. Determine the rule that describes a pattern and determine the pattern given the rule.
  - d. Apply patterns to graphs and use appropriate technology.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities and systems in one and two variables.
- a. Solve, check, and graph linear equations and inequalities in one variable, including rational coefficients.
  - b. Graph and check linear equations and inequalities in two variables.
  - c. Solve and graph absolute value equations and inequalities in one variable.
  - d. Use algebraic and graphical methods to solve systems of linear equations and inequalities.
  - e. Translate problem-solving situations into algebraic sentences and determine solutions.
- A4 Explore and communicate the characteristics and operations of polynomials.
- a. Classify polynomials and determine the degree.
  - b. Add, subtract, multiply, and divide polynomial expressions.
  - c. Factor polynomials using algebraic methods and geometric models.
  - d. Investigate and apply real-number solutions to quadratic equations algebraically and graphically.
  - e. Use convincing arguments to justify unfactorable polynomials.
  - f. Apply polynomial operations to problems involving perimeter and area.
- A5 Utilize various formulas in problem-solving situations.
- a. Evaluate and apply formulas (e.g., circumference, perimeter, area, volume, Pythagorean Theorem, interest, distance, rate, and time).
  - b. Reinforce formulas experimentally to verify solutions.

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<sup>2</sup> Mississippi mathematics framework—Algebra I. (2003). Retrieved September 10, 2003, from [http://marcopolo.mde.k12.ms.us/frameworks/mathematics/ma\\_algebra\\_i.html](http://marcopolo.mde.k12.ms.us/frameworks/mathematics/ma_algebra_i.html)

- c. Given a literal equation, solve for any variable of degree one.
  - d. Using the appropriate formula, determine the length, midpoint, and slope of a segment in a coordinate plane.
  - e. Use formulas (e.g., point-slope and slope-intercept) to write equations of lines.
- A6 Communicate using the language of algebra.
- a. Recognize and demonstrate the appropriate use of terms, symbols, and notations.
  - b. Distinguish between linear and non-linear equations.
  - c. Translate between verbal expressions and algebraic expressions.
  - d. Apply the operations of addition, subtraction, and scalar multiplication to matrices.
  - e. Use scientific notation to solve problems.
  - f. Use appropriate algebraic language to justify solutions and processes used in solving problems.
- A7 Interpret and apply slope as a rate of change.
- a. Define slope as a rate of change using algebraic and geometric representations.
  - b. Interpret and apply slope as a rate of change in problem-solving situations.
  - c. Use ratio and proportion to solve problems including direct variation ( $y=kx$ ).
  - d. Apply the concept of slope to parallel and perpendicular lines.
- A8 Analyze data and apply concepts of probability.
- a. Collect, organize, graph, and interpret data sets, draw conclusions, and make predictions from the analysis of data.
  - b. Define event and sample spaces and apply to simple probability problems.
  - c. Use counting techniques, permutations, and combinations to solve probability problems.

### Biology I<sup>3</sup>

#### Competencies and Suggested Objective(s)

- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- a. Demonstrate the proper use and care for scientific equipment used in biology.
  - b. Observe and practice safe procedures in the classroom and laboratory.
  - c. Apply the components of scientific processes and methods in the classroom and laboratory investigations.
  - d. Communicate results of scientific investigations in oral, written, and graphic form.
- B2 Investigate the biochemical basis of life.
- a. Identify the characteristics of living things.
  - b. Describe and differentiate between covalent and ionic bonds using examples of each.
  - c. Describe the unique bonding and characteristics of water that makes it an essential component of living systems.

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<sup>3</sup> Mississippi science framework—Biology I. (2003). Retrieved September 10, 2003, from [http://marcopolo.mde.k12.ms.us/frameworks/science/sci\\_biology\\_I.html](http://marcopolo.mde.k12.ms.us/frameworks/science/sci_biology_I.html)

- d. Classify solutions using the pH scale and relate the importance of pH to organism survival.
  - e. Compare the structure, properties and functions of carbohydrates, lipids, proteins and nucleic acids in living organisms.
  - f. Explain how enzymes work and identify factors that can affect enzyme action.
- B3 Investigate cell structures, functions, and methods of reproduction.
- a. Differentiate between prokaryotic and eukaryotic cells.
  - b. Distinguish between plant and animal (eukaryotic) cell structures.
  - c. Identify and describe the structure and basic functions of the major eukaryotic organelles.
  - d. Describe the way in which cells are organized in multicellular organisms.
  - e. Relate cell membrane structure to its function in passive and active transport.
  - f. Describe the main events in the cell cycle and cell mitosis including differences in plant and animal cell divisions.
  - g. Relate the importance of meiosis to sexual reproduction and the maintenance of chromosome number.
  - h. Identify and distinguish among forms of asexual and sexual reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- a. Describe the structure of ATP and its importance in life processes.
  - b. Examine, compare, and contrast the basic processes of photosynthesis and cellular respiration.
  - c. Compare and contrast aerobic and anaerobic respiration.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- a. Compare and contrast the molecular structures of DNA and RNA as they relate to replication, transcription, and translation.
  - b. Identify and illustrate how changes in DNA cause mutations and evaluate the significance of these changes.
  - c. Analyze the applications of DNA technology (forensics, medicine, agriculture).
  - d. Discuss the significant contributions of well-known scientists to the historical progression of classical and molecular genetics.
  - e. Apply genetic principles to solve simple inheritance problems including monohybrid crosses, sex linkage, multiple alleles, incomplete dominance, and codominance.
  - f. Examine inheritance patterns using current technology (gel electrophoresis, pedigrees, karyotypes).
- B6 Investigate concepts of natural selection as they relate to diversity of life.
- a. Analyze how organisms are classified into a hierarchy of groups and subgroups based on similarities and differences.
  - b. Identify characteristics of kingdoms including monerans, protists, fungi, plants and animals.
  - c. Differentiate among major divisions of the plant and animal kingdoms (vascular/non-vascular; vertebrate/invertebrate).
  - d. Compare the structures and functions of viruses and bacteria relating their impact on other living organisms.

- e. Identify evidence of change in species using fossils, DNA sequences, anatomical and physiological similarities, and embryology.
  - f. Analyze the results of natural selection in speciation, diversity, adaptation, behavior and extinction.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- a. Analyze the flow of energy and matter through various cycles including carbon, oxygen, nitrogen and water cycles.
  - b. Interpret interactions among organisms in an ecosystem (producer/consumer/decomposer, predator/prey, symbiotic relationships and competitive relationships).
  - c. Compare variations, tolerances, and adaptations of plants and animals in major biomes.
  - d. Investigate and explain the transfer of energy in an ecosystem including food chains, food webs, and food pyramids.
  - e. Examine long and short-term changes to the environment as a result of natural events and human actions.

## English II<sup>4</sup>

### **Competencies and Suggested Objective(s)**

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- a. Produce individual and/or group compositions and/or projects to persuade, tell a story, describe, create an effect, explain or justify an action or event, inform, entertain, etc.
  - b. Produce writing typically used in the workplace such as social, business, and technical correspondence; explanation of procedures; status reports; research findings; narratives for graphs; justification of decisions, actions, or expenses; etc.
  - c. Write a response, reaction, interpretation, analysis, summary, etc., of literature, other reading matter, or orally presented material.
  - d. Revise to ensure effective introductions, details, wording, topic sentences, and conclusions.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- a. Listen to determine the main idea and supporting details, to distinguish fact from opinion, and to determine a speaker's purpose or bias.
  - b. Speak with appropriate intonation, articulation, gestures, and facial expression.
  - c. Speak effectively to explain and justify ideas to peers, to inform, to summarize, to persuade, to entertain, to describe, etc.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- a. Read, view, and listen to distinguish fact from opinions and to recognize persuasive and manipulative techniques.

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<sup>4</sup> Mississippi language arts framework—English II. (2003). Retrieved September 10, 2003, from [http://marcopolo.mde.k12.ms.us/frameworks/language\\_arts/la\\_10.html](http://marcopolo.mde.k12.ms.us/frameworks/language_arts/la_10.html)

- b. Access both print and non-print sources to produce an I-Search paper, research paper, or project.
  - c. Use computers and audio-visual technology to access and organize information for purposes such as resumes, career search projects, and analytical writings, etc.
  - d. Use reference sources, indices, electronic card catalog, and appropriate research procedures to gather and synthesize information.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- a. Interact with peers to examine real world and literary issues and ideas.
  - b. Show growth in critical thinking, leadership skills, consensus building, and self-confidence by assuming a role in a group, negotiating compromise, and reflecting on individual or group work.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- a. Share, critique, and evaluate works in progress and completed works through a process approach.
  - b. Communicate effectively in a group to present completed projects and/or compositions.
  - c. Edit oral and written presentations to reflect correct grammar, usage, and mechanics.
- E6 Explore cultural contributions to the history of the English language and its literature.
- a. Explore a variety of works from various historical periods, geographical locations, and cultures, recognizing their influence on language and literature.
  - b. Identify instances of dialectal differences which create stereotypes, perceptions, and identities.
  - c. Recognize root words, prefixes, suffixes, and cognates.
  - d. Relate how vocabulary and spelling have changed over time.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- a. Listen to and read aloud selected works to recognize and respond to the rhythm and power of language to convey a message.
  - b. Read aloud with fluency and expression.
  - c. Analyze the stylistic devices, such as alliteration, assonance, word order, rhyme, onomatopoeia, etc., that make a passage achieve a certain effect.
  - d. Demonstrate how the use of language can confuse or inform, repel or persuade, or inspire or enrage.
  - e. Analyze how grammatical structure or style helps to create a certain effect.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- a. Read and explore increasingly complete works, both classic and contemporary, for oral discussion and written analysis.
  - b. Read, discuss, and interpret literature to make connections to life.
  - c. Read from a variety of genres to understand how the literary elements contribute to the overall quality of the work.

- d. Identify qualities in increasingly complex literature that have produced a lasting impact on society.
  - e. Read for enjoyment, appreciation, and comprehension of plot, style, vocabulary, etc.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- a. Infuse the study of grammar and vocabulary into written and oral communication.
  - b. Demonstrate, in the context of their own writing, proficient use of the conventions of standard English, including, but not limited to, the following: complete sentences, subject-verb agreement, plurals, spellings, homophones, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, parallel structure, and dangling and misplaced modifiers.
  - c. Give oral presentations to reinforce the use of standard English.
  - d. Employ increasingly proficient editing skills to identify and solve problems in grammar, usage, and structure.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- a. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language.
  - b. Interpret visual material orally and in writing.

### U. S. History from 1877<sup>5</sup>

#### **Competencies and Suggested Objective(s)**

- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- a. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).
  - b. Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women's Movement, Civil Rights Movement, the New Deal, etc.).
  - c. Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).
  - d. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- a. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).
  - b. Examine the continuing impact of the Industrial Revolution on the development of our nation (e.g., mass production, computer operations, etc.).

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<sup>5</sup> Mississippi social studies framework—U.S. History from 1877. (2003). Retrieved September 10, 2003, from [http://marcopolo.mde.k12.ms.us/frameworks/social\\_studies/ss\\_us\\_history.html](http://marcopolo.mde.k12.ms.us/frameworks/social_studies/ss_us_history.html)

- c. Describe the effects of transportation and communication advances since 1877.
- H3 Describe the relationship of people, places, and environments through time.
- a. Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).
  - b. Analyze how changing human, physical, geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- a. Interpret special purpose maps, primary/secondary sources, and political cartoons.
  - b. Analyze technological information on graphs, charts, and timelines.
  - c. Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.
- a. Examine various reform movements (e.g., Civil Rights, Women's Movement, etc.).
  - b. Examine the government's role in various movements (e.g., arbitration, 26th Amendment, etc.).
  - c. Examine the role of government in the preservation of citizens' rights (e.g., 19th Amendment, Civil Rights Act of 1964).
  - d. Examine individuals' duties and responsibilities in a democratic society (e.g., voting, volunteerism, etc.).

## Appendix D: 21<sup>st</sup> Century Skills<sup>6</sup>

### **CS1 Global Awareness**

- Using 21<sup>st</sup> century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Promoting the study of non-English language as a tool for understanding other nations and cultures

### **CS2 Financial, Economic, and Business Literacy**

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy and the role of business in the economy
- Applying appropriate 21<sup>st</sup> century skills to function as a productive contributor within an organizational setting
- Integrating oneself within and adapting continually to our nation's evolving economic and business environment

### **CS3 Civic Literacy**

- Being an informed citizen to participate effectively in government
- Exercising the rights and obligations of citizenship at local, state, national, and global levels
- Understanding the local and global implications of civic decisions
- Applying 21<sup>st</sup> century skills to make intelligent choices as a citizen

### **CS4 Information and Communication Skills**

- Information and media literacy skills: Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media; understanding the role of media in society
- Communication skills: Understanding, managing, and creating effective oral, written, and multimedia communication in a variety of forms and contexts

### **CS5 Thinking and Problem-Solving Skills**

- Critical thinking and systems thinking: Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems
- Problem identification, formulation, and solution: Ability to frame, analyze, and solve problems
- Creativity and intellectual curiosity: Developing, implementing, and communicating new ideas to others, staying open and responsive to new and diverse perspectives

### **CS6 Interpersonal and Self-Directional Skills**

- Interpersonal and collaborative skills: Demonstrating teamwork and leadership, adapting to varied roles and responsibilities, working productively with others, exercising empathy, respecting diverse perspectives
- Self-direction: Monitoring one's own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another
- Accountability and adaptability: Exercising personal responsibility and flexibility in personal, workplace, and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity

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<sup>6</sup> 21<sup>st</sup> century skills. (n.d.). Washington, DC: Partnership for 21<sup>st</sup> Century Skills.

- Social responsibility: Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts

## Appendix E: Rubrics

### Poster Assessment Rubric

	<b>Exemplary</b> <b>4 Points</b>	<b>Accomplished</b> <b>3 Points</b>	<b>Developing</b> <b>2 Points</b>	<b>Beginning</b> <b>1 Point</b>	<b>Score</b>
<b>Required Content</b>	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but 1 of the required content elements is included on the poster.	Several required content elements were missing.	
<b>Labels</b>	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read or no important items were labeled.	
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
<b>Grammar</b>	There are no grammatical or mechanical mistakes on the poster.	There are 1-2 grammatical or mechanical mistakes on the poster.	There are 3-4 grammatical or mechanical mistakes on the poster.	There are more than 4 grammatical or mechanical mistakes on the poster.	

**Written Report Assessment Rubric**

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>	<b>Score</b>
	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	
<b>Content</b>	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
<b>Grammar</b>	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
<b>Organization</b>	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	

### Presentation Assessment Rubric

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>	<b>Score</b>
	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	
<b>Content</b>	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
<b>Clarity</b>	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
<b>Presentation</b>	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
<b>Visual Aids</b>	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
<b>Length</b>	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
<b>Eye Contact</b>	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

### Role-Play or Skit Assessment Rubric

	<b>Excellent 4 Points</b>	<b>Good 3 Points</b>	<b>Average 2 Points</b>	<b>Needs Improvement 1 Point</b>	<b>Total</b>
<b>Accuracy</b>	All information was accurate	Almost all information was accurate	Most information was accurate	Very little information was accurate	
<b>Role</b>	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
<b>Knowledge Gained</b>	Can clearly explain several ways in which his/her character “saw” things differently than other characters and can explain why	Can clearly explain several ways in which his/her character “saw” things differently than other characters	Can clearly explain one way in which his/her character “saw” things differently than other characters	Cannot explain any way in which his/her character “saw” things differently than other characters	
<b>Props</b>	Used several props and showed considerable creativity	Used 1 or 2 appropriate props that made the presentation better	Used 1 or 2 props that made the presentation better	Used no props to make the presentation better	
<b>Required Elements</b>	Included more information than required	Included all required information	Included most required information	Included less information than required	

### Group Work Assessment Rubric

	<b>Highly Successful</b>	<b>Meeting Success</b>	<b>Experiencing Difficulty</b>	<b>Score</b>
	3 points	2 points	1 point	
<b>Sharing</b>	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
<b>Listening</b>	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
<b>Respecting</b>	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
<b>Participating</b>	Shared task equally with group members	Did most of the task	Did very little of the task	

### Business Letter Assessment Rubric

	<b>Excellent 4 Points</b>	<b>Proficient 3 Points</b>	<b>Needs Improvement 2 points</b>	<b>Unsatisfactory 1 Point</b>
<b>Layout/Design</b>	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable
<b>Information, Style, Audience, Tone</b>	Information is accurate and complete, very well written and presented	Well written and interesting to read	Some information is provided, but is limited or inaccurate	Poorly written, inaccurate, or incomplete
<b>Accurate Parts</b>	Complete with all required parts	Some elements may be missing	Most elements are missing or out of place	Proper form for a letter is not used
<b>Grammar, Punctuation, Wording</b>	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Grammar, punctuation, and wording poor
<b>Following Directions and Guidelines</b>	Always on task, always follows directions.	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help

### Resume Assessment Rubric

	<b>Excellent 25 Points</b>	<b>Well Done 20 Points</b>	<b>Meets Standards 15 Points</b>	<b>Beginning 10 Points</b>	<b>No Evidence 0 Points</b>	<b>Score</b>
<b>Format</b>	Resume contains name, address, objective, education, experience, and references. All words spelled correctly	Contains at least 6 of the criteria, no more than two spelling errors	Contains at least 5 of the criteria, no more than four spelling errors	Contains minimal information, more than four spelling errors	Assignment was not submitted	
<b>Education</b>	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study	Education includes three of the criteria	Education includes two of the criteria	Education includes one of the criteria	Assignment was not submitted	
<b>Experience</b>	Experience includes internships, entry level jobs, current position	Experience includes two of the criteria	Experience includes one of the criteria	Experience includes current position only	Assignment was not submitted	
<b>Factual</b>	Contains factual names and dates, is believable	Resume is fairly believable with factual names or dates	Resume has unrealistic dates or names	Resume is unrealistic and contains conflicting information	Assignment was not submitted	

## Portfolio Assessment Rubric

	<b>Excellent 5 Points</b>	<b>Good 4 Points</b>	<b>Need Some Improvement 3 Points</b>	<b>Need Much Improvement 2 Points</b>	<b>Unsatisfactory 1 Point</b>	<b>Score</b>
<b>Visual Appeal</b>						
<b>Cover Page</b>						
<b>Table of Contents</b>						
<b>Letter of Introduction</b>						
<b>Letter of Recommendation</b>						
<b>Resume</b>						
<b>Content</b>						

**Case Study Assessment Rubric**

	<b>Excellent 4 Points</b>	<b>Accomplished 3 Points</b>	<b>Needs Improvement 2 Points</b>	<b>Unsatisfactory 1 Point</b>
<b>Comprehension</b>	Shows complete understanding of the issues, and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification
<b>Strategizing</b>	Develops realistic strategies that would provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy
<b>Innovation</b>	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem
<b>Communications</b>	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain

### Food Preparation Lab Assessment Rubric

	<b>Exceptional 5 Points</b>	<b>Good 4 Points</b>	<b>Average 3 Points</b>	<b>Poor 2 Points</b>	<b>Needs Improvement 1 Point</b>	<b>Total</b>
<b>Planning</b>	Exceptionally prepared, well planned and thought out, very efficient	Good planning evident before, during, and after	Adequate planning, efficient	Little planning, lacking in efficiency	No evident planning, inefficient	
<b>Preparation and Technique</b>	Completed assignment before time, exceptional demonstration of skill, beyond expectations	Completed assignment on time, proficient organization, properly demonstrates skills with little help	Completed assignment pretty much on time, average organization, acceptable skills	Completed assignment with extra time, poor organization, needs practice with skills	Did not complete assignment, wasted time, unacceptable skills	
<b>Sanitation</b>	Exceptional personal hygiene and appearance, clean and sanitary workspace, clean equipment and utensils	Good personal hygiene and appearance, clean and sanitary workspace, clean equipment and utensils	Adequate personal hygiene and appearance, moderately clean and sanitary workspace, most equipment and utensils clean	Poor hygiene and appearance, needed prompting to clean and sanitize workspace, equipment, and utensils	Improper hygiene and appearance, had to correct before beginning, workspace not clean and sanitary, possible cross-contamination, no cleaning of equipment and utensils	
<b>Equipment</b>	Very cautious with tools and equipment	Demonstrated respect for tools and equipment	Provided adequate care of tools and equipment	Careless with tools and equipment	Improper use of tools and equipment	
<b>Grand Total</b>						

## Prepared Food Assessment Rubric

	Possible Points	Points Earned	Comments
<b>Appropriate Preparation Techniques</b>	<b>25</b>		
<b>Presentation and Creativity</b>	<b>10</b>		
<b>Serving Temperature</b>	<b>10</b>		
<b>Taste, Texture, and Flavor</b>	<b>25</b>		
<b>Garnish</b>	<b>10</b>		
<b>Followed the Recipe</b>	<b>20</b>		
<b>Total</b>			

## Interview Assessment Rubric

	<b>Excellent 4 Points</b>	<b>Good 3 Points</b>	<b>Needs Improvement 2 Points</b>	<b>Unacceptable 1 Point</b>	<b>Total</b>
<b>Body language</b> displays confidence					
<b>Eye contact</b> maintains good eye contact with interviewer					
<b>Introduction</b> provides a self-introduction					
<b>Hand shakes</b> extends hand and shakes firmly					
<b>Dress</b> appropriate for an interview, business attire					
<b>Language</b> concise and grammatically correct					
<b>Questions</b> asks appropriate questions, demonstrates a knowledge of the business					
<b>Closure</b> responds appropriately					

### Group Participation Assessment Rubric

	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>	<b>Score</b>
	1 point	2 points	3 points	4 points	
<b>Group Discussions</b>	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
<b>On-task Behavior</b>	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
<b>Helping Others</b>	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
<b>Listening</b>	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	

**Bulletin Board/Visual Display Assessment Rubric**

<u>Category</u>	<u>Possible Points</u>	<u>Points Earned</u>
<u>Title:</u> Eye-catching, states a purpose, and conveys a message	10	_____
<u>Appropriate Use of Space:</u> Layout and design is creative and easily read	10	_____
<u>Accuracy of Information:</u> Major points are clearly defined	20	_____
Correct use of grammar and spelling	10	_____
<u>Artistic Appeal:</u> Border applied	10	_____
Attractive color scheme	20	_____
Neatly presented artwork, drawings, cut-outs, and lettering neatly presented	20	_____

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**100** \_\_\_\_\_

### Student Notebook Rubric

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight is recorded.	
Application	Content of the activity is connected to the student's goals.	Content of the activity is connected to the field of design.	Content of the activity is related to design in general.	Only limited connections are made between the content of the activity and design.	
<b>Total Score:</b>					

## Written Report Checklist

- \_\_\_\_/16 Preparation
- \_\_\_\_/28 Organization
- \_\_\_\_/24 Thoroughness
- \_\_\_\_/19 Extra Materials
- \_\_\_\_/13 Final Report

### Preparation:

1. \_\_\_\_/2 Information written (neatly)
2. \_\_\_\_/2 Sources used listed
3. \_\_\_\_/5 Worked every day (did not waste time)
4. \_\_\_\_/5 Has all materials ready for use
5. \_\_\_\_/2 Cooperative

### Organization

1. \_\_\_\_/2 Report in a logical order
2. \_\_\_\_/2 Interesting manner
3. \_\_\_\_/20 Notebook check
4. \_\_\_\_/2 Understanding of topic
5. \_\_\_\_/2 Spelling and sentence structure (do not copy from books)

### Thoroughness

1. \_\_\_\_/5 Main points given
2. \_\_\_\_/5 Details to explain given
3. \_\_\_\_/5 Information presented clearly
4. \_\_\_\_/4 More than one source used
5. \_\_\_\_/5 Extra materials are appropriate

### Extra Materials

1. \_\_\_\_/2 Neatness
2. \_\_\_\_/7 Creativity
3. \_\_\_\_/2 Dramatic value
4. \_\_\_\_/3 Useful
5. \_\_\_\_/5 Correctness

### Final Report

1. \_\_\_\_/3 Written clearly
2. \_\_\_\_/2 Organized
3. \_\_\_\_/2 Sources documented correctly
4. \_\_\_\_/2 Spelling
5. \_\_\_\_/2 Grammar
6. \_\_\_\_/2 Neatness

\_\_\_\_/100      Total points earned

### Student Journal Rubric

<b>CATEGORY</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs Work</b>	<b>SCORE</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Writing Quality</b>	There is a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, etc.	There is a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, etc.	There is a writing style which conveys meaning adequately. Some minor grammatical, syntax, and spelling errors.	There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes.	
<b>Content</b>	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
<b>Insight and Understanding</b>	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight into the issue or situation is recorded.	
<b>Application</b>	Content of the activity is connected to the student's personal life and goals.	Content of the activity is connected to the field of agriculture.	Content of the activity is related to life in general.	Only limited connections are made between the content of the activity and the surrounding world.	
<b>Total Score</b>					

## **Guest Speaker Evaluation Form**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Speaker: \_\_\_\_\_

1. List 5 main ideas expressed in the presentation:

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_

2. Write a brief summary relating the topics of the presentation to your life.

## GUEST SPEAKER EVALUATION

Students name: \_\_\_\_\_

Guest Speaker's Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree)

	SA ( )	A ( )	N ( )	D ( )	SD ( )
The presentation stimulated my interest	( )	( )	( )	( )	( )
Content was clearly presented	( )	( )	( )	( )	( )
Content was challenging	( )	( )	( )	( )	( )
Handouts and materials were helpful	( )	( )	( )	( )	( )

2. Please rate the guest speaker:

\_\_\_\_\_ Extraordinary      \_\_\_\_\_ Excellent      \_\_\_\_\_ Good      \_\_\_\_\_ Fair      \_\_\_\_\_ Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change it?

7. What do you still need or want to know?